DOCUMENT RESUME

ED 424 473 CE 077 482

TITLE	Patterns for Success: Organization and Learning Skills, Part II (P12). Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.; MacArthur State Technical Coll., Opp, AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-00-00
NOTE	21p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
AVAILABLE FROM	Enterprise State Junior College, P.O. Box 1300, Enterprise, AL 36331; Web site: http://www.esjc.cc.al.us
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; Basic Skills; Carpeting; Course Content; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Learning Strategies; Listening Comprehension; *Listening Skills; Literacy Education; Needs Assessment; *On the Job Training; *Problem Solving; Promotion (Occupational); *Questioning Techniques; Skill Development; *Workplace Literacy
IDENTIFIERS	*Following Directions; *Textile Industry

ABSTRACT

This curriculum package on organization and learning skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for organization and learning skills; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on asking questions and following directions. (KC)

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ED 424 473

Patterns for Success: Organization and Learning Skills, Part II (P12)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

INCLUDING LEARNERS IN THE EDUCATIONAL PROCESS

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Organization and Learning Skills - Part II **Author:** Carolyn D. Davis
Job Title: New Hires

General Instructional Objective: Formulating/Asking Questions and Following Directions and Problem Solving
Overall Time: 1.5 hrs.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	10 min.	1.1 Motivational Activity Administer Preview.	Preview	Completed Preview
V. 400 Formulate and ask questions	15 min.	1.2 Instructional Activity • Group discussion--Asking Questions. • Mini-lecture--Six Basic Categories of Questions. • Group discussion--"Guidelines to Asking Questions."	"Asking Questions" - Handout "Guidelines to Asking Questions" - Handout	Students response to questions from lecture Completion of Asking Questions activity

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	15 min.	1.3 Instructional Activity • Mini-lecture-- "Following Directions-- Rely on Senses." • Applied Practice-- Verbal Instructions-- Folding Paper Exercise. • Follow up on results to applied practice.	"Rely on Your Senses When Following Directions" - Handout Plain white paper 8 1/2" by 11"	Students responses to presentation
	40 min.	1.4 Instructional Activity • Supervisor presentation • Instructor follow up with students asking questions and following directions.	Supervisors will provide materials for presentation.	Students responses to presentation
	10 min.	1.5 Closure Activity Administer Review	Review	Completion of Review

LESSON PLAN

1.1 Motivational Activity - 10 minutes

Administer Preview - The same test is given as a review. At this point do not review answers.

1.2 Instructional Activity - 15 minutes

1. Instructor will lead a group discussion concerning asking questions using "Asking Questions" handout.

2. Discuss with students the six basic categories of questions emphasizing the key introductory query:
   * **WHO**
   * **WHAT**
   * **WHERE**
   * **WHEN**
   * **WHY**
   * **HOW**

3. Instructor will lead a group discussion concerning asking questions of a supervisor in a work situation using "Guidelines to Asking Questions" handout.
   Instructor will emphasize three main points:
   * **ASK IMMEDIATELY**
   * **SUMMARIZE THE RESPONSE**
   * **MEMORIZE THE ANSWER**

4. Establish with students the concepts that there is no such thing as a "stupid question" when they are in training, and learning a new skill. Also emphasize that the time to ask questions is when the supervisor is at hand.

1.3 Instructional Activity - 15 minutes

1. Instructor will conduct a lecture concerning techniques for following directions, using Rely on Your Senses handout. The following six points will be emphasized and explained:
   * **CONCENTRATE**
   * **LISTEN**
   * **WATCH**
   * **QUESTION**
   * **WRITE**
   * **PRACTICE**

2. Instructor will conduct an exercise with students in following verbal instructions. Students will need a sheet of plain paper measuring 8 1/2" by 11". Read the following directions to the students:
   1. Fold the paper in half.
   2. Now fold the paper in half again.
   3. Fold the paper in half one more time.

   There are two possibilities that can result from following these directions:
   1. You could end up with a paper measuring 2 3/4" by 4 1/4" or
   2. It could measure 2 1/4" by 5 ½".

3. Discuss with students the two following issues:
   1. What questions could you have asked to better understand the instructions?
   2. How would you rephrase these instructions so that there is only one possible outcome?

1.4 Instructional Activity - 40 minutes

Pridecraft training supervisors will conduct a presentation on **Haz-Com, Start-up/Shut-down, Good Housekeeping and Tornado Procedures.** Instructor will follow up these presentations by asking students to verbally repeat the directions for each procedures, students will also ask questions to the supervisor.

1.5 Closure - 10 minutes

Administer Review - Discuss correct answers with students.

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ASKING QUESTIONS

Notice each of the words that begin the following questions:

* **WHO** could help me fill out my income tax form?
* **WHAT** kind of training does a work handler need?
* **WHERE** can I get information about ESJC classes?
* **WHEN** will the new mod start producing scrubs?
* **WHY** do I have to turn in my gum sheets?
* **HOW** do I clock in and out each day?

Each query establishes a specific fact of information that is being requested. Be certain to frame your question so that desired information will be obtained. Ask your question after the speaker is finished talking. You may find that the speaker was just about to tell you what you wanted to know. By interrupting with a question, you might break the speaker's train of thought. If possible, write down the question so you will remember to ask it.

PRACTICE

Insert the correct beginning key word for each of the following questions (when, how, what, where, why, and who).

TASK: Learning about the company's handbook and policies.

_____ **is eligible for paid vacation?**
_____ **is the length of the introductory period for new hires?**
_____ **are the job openings posted?**
_____ **must I call in if I will be late to work?**
_____ **do I have to wear closed toe shoes?**
_____ **can I authorize someone else to pick up my paycheck?**

Learn to ask specific questions, rather than **"Huh?"** or **"Could you repeat all of that?"** Employers may not always be clear when giving directions. Your questions will show that you are interested in knowing as much as you can about your work. Getting information will help you understand the reason for doing things a certain way. You will be able to solve a lot of work problems yourself.

GUIDELINES TO ASKING QUESTIONS

If you do not understand something, ask questions. Your supervisor or co-worker cannot read your mind. It is better to ask a question than to make a major, possible costly mistake. Due to human nature, most people are reluctant to ask questions for fear of looking stupid. If this applies to you, than you need to overcome your reluctance. Not asking questions could result in broken equipment, an angry customer, or other mistakes that could negatively affect your reputation and performance evaluation. It might even cost you the job. Utilize the following simple guidelines for asking questions:

* **ASK IMMEDIATELY–** You should ask the question as soon as it arises. The longer you wait, the more irrelevant it will seem and you will not ask it at all.

* **SUMMARIZE the RESPONSE–** When your supervisor answers your question, repeat the answer in your own words. This helps you make sure that you clearly understand the answer.

* **MEMORIZE the ANSWER–** It is irritating to answer the same question repeatedly. Your supervisor may grow impatient with you if this happens. Record answers in your notebook if you have trouble remembering them.

RELY ON YOUR SENSES WHEN FOLLOWING DIRECTIONS

Following directions is extremely important at all times, but especially during your training period. Your supervisor will be watching to see how well you do this. Use your senses to follow directions correctly. Utilize the following methods:

* **CONCENTRATE–** Focus your attention on the supervisor. Do not be distracted by noise and movement.

* **LISTEN–** Pay attention to the words being spoken. If you hear unfamiliar words or terms, ask for clarification. Listening also means interpreting body language, voice inflections, and gestures. If this nonverbal communication is confusing, ask the supervisor to clarify what you do not understand.

* **WATCH–** Sometimes a supervisor will demonstrate how a task is performed. If necessary, ask the supervisor to repeat the process until you understand it completely. Sometimes a task may be too complex or time-consuming to demonstrate. In such cases, you will probably receive general instructions. If there are details you don't understand, you need to ask for guidance to continue the task.

* **QUESTION–** After you have listened and watched, ask questions. A good supervisor will encourage you to ask questions. It is better to ask a question than to make a mistake and use the excuse that you did not understand.

* **WRITE–** Write down in a small notebook the important points to remember about the instructions you get. Do not write while your supervisor is talking or demonstrating something. Do it later.

* **PRACTICE–** With your supervisor's permission, perform the task. Make sure you have fully completed the job. This may include putting tools or materials away and cleaning up your work area. Do not leave your work only partially completed.

Name: _____
Date: _____

Organizational and Learning Skills
Preview/Review

Directions: Read each of the following statements. Choose the letter of the answer that best completes the sentence. Circle that letter.

1. If your supervisor gives you instructions that you do not understand, what should you do?
   a. Try to perform the task following the instructions, the best you can.
   b. Ignore the instructions/assignment and do it the way you have always done it in the past.
   c. Ask specific questions to clarify the instructions.
   d. Continue to do your job and do not worry about the instructions.

2. Which of the following should you **NOT DO** when asking questions?
   a. Ask your questions immediately after the speaker is finished talking.
   b. Assume that the speaker can read your mind and you do not have to ask any questions.
   c. Summarize a response to what you have just heard from the speaker.
   d. Memorize the answer if you are unable to write it down.

3. There is no such thing as a **"STUPID QUESTION"**, especially when you are in training.
   a. True
   b. False

4. Not asking questions could result in which of the following situations:
   a. Breaking equipment due to not understanding directions.
   b. Producing garments that are not acceptable to the customer.
   c. Showing your supervisor you may or may not be paying attention to directions.
   d. All of the above

5. When receiving spoken instructions from someone, which of the following should you **NOT DO**?
   a. Listen for main points.
   b. Ask specific questions.
   c. Take notes on the instructions.
   d. Read a magazine while the person is speaking.

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6. It is vital to pay attention to the speaker, concentrate on the directions, do not be distracted by noise and movement.
   a. True
   b. False

7. When taking notes on an assignment or directions, which of the following should you **NOT DO**?
   a. Make a grocery list for stopping on the way home.
   b. Focus on main points.
   c. Listen for key words, ask for clarification.
   d. Read any notes you have taken, back to the speaker.

8. After you have received directions to perform a task, which of the following should you be certain to do?
   a. With your supervisor's permission, perform the task.
   b. Make certain that you have fully completed the job.
   c. Put all tools and or materials away and clean up your area.
   d. All of the above.

9. The key words: "Who, What, Where, When, and How" introduce basic categories of questions and will result in desired information being obtained.
   a. True
   b. False

10. Which of the following is **NOT TRUE** regarding asking specific questions?
    a. Learn to ask specific questions, rather than "Huh" or "Could you repeat that?"
    b. By asking questions, you will show that you are interested in knowing as much as you can about your work.
    c. Getting information will help you understand the reason for doing a task a certain way.
    d. You will not be able to solve some work problems yourself.

Organizational and Learning Skills
Preview/Review
Key

Directions: Read each of the following statements. Choose the letter of the answer that best completes the sentence. Circle that letter.

1. If your supervisor gives you instructions that you do not understand, what should you do?
   a. Try to perform the task following the instructions, the best you can.
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    a. Learn to ask specific questions, rather than "Huh" or "Could you repeat that?"
    b. By asking questions, you will show that you are interested in knowing as much as you can about your work.
    c. Getting information will help you understand the reason for doing a task a certain way.
    d. You will not be able to solve some work problems yourself.

Revised 5/96

College: ESJC___ MSTC____ **WORKFORCE 2000 PARTNERSHIP** **Date:**_____

Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level:**_____

Name:_____**Male:**___**Female:**___**Age:**____**Birthdate:**_____

Street:_____**Social Security#:**_____

City:_____**State:**_____**Zip:**_____**Phone#:**(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

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WORKFORCE 2000 PARTNERSHIP (IEP)

Name of Course: Organizational & Learning Skills Part II
Date of Course: _____

Name: _____
Employer: _____

GOAL	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
•Improve skills for current job	Formulate and ask questions	1. Administer Preview 2. Group Discussion - Asking Questions 3. Mini - Lecture - Six Basic Categories of Questions 4. Guidelines to Asking Questions	____	X	
•Improve skills for changing technology/ future jobs		5. Mini - Lecture - Following Directions 6. Applied Practice - Verbal Instructions 7. Supervisor Presentation 8. Administer Review	____	X	
•Improve speaking/Listening					

Employee Signature Date

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Instructor Signature